

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Burton-Pack Elementary

District: Richland School District One

Principal: Dr. Denise Collier

Superintendent: Dr. Percy Mack

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

- **Summary of demographic information from 2007 School Report Card**
 - **School Profile (students, teachers, school)**
 - **Population diversity (refer to Performance of Student Groups)**
 - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format with brief explanation of data**
 - **Test Data (PACT/HSAP/EOC Exams)**
 - **Graduation rate (if applicable)**
 - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Burton-Pack Elementary School is one of 40 elementary schools in Richland School District One. This inner-city school serves 434 students in pre-kindergarten through grade five. Our high-poverty students have a number of educational deficiencies; therefore, a plan has been developed which extends the regular school day until 4:30 p.m. During the three days of remediation, we offer an intensive intervention tutorial program for students in third - fifth grade who scored Below Basic in one or more areas on the 2008 Palmetto Achievement Challenge Test .

To increase student achievement and improve our unsatisfactory rating, we have implemented a number of strategies, which include the following:

- Weekly data analysis of ELA and Math to examine assessment results and devise strategies for improvement;
- Balanced literacy instruction on a daily basis;
- Use of non-fiction texts;
- Demonstration lessons and team-teaching by coaches and Curriculum Resource Teacher;
- Six week Saturday Academy designed to serve as a preparation for the Palmetto Achievement Challenge Test; and
- Use of flexible grouping opportunities based on the academic needs of students.

The historical and current PACT data is presented below. The current absolute rating for Burton-Pack Elementary is 2.5. It is the expectation that we will gain .1 each year. To progress out of the unsatisfactory category, a rating of 2.7 is needed.

HISTORICAL PACT DATA

Burton-Pack Elementary School

PACT: English/Language Arts (percentage of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
3	32.8%	35.5%	28.7%	32.8%	30.6%	43.3%	34.4%	33.9%	26.7%	0%	0%	1.7%
4	26.8%	31.9%	34.3%	52.1%	42.6%	52.2%	21.1%	23.4%	13.4%	0%	2.1%	0%
5	39.2%	44.3%	34.5%	44.3%	42.6%	51.7%	16.5%	13.1%	13.8%	0%	0%	0%

PACT: Mathematics (percentage of students)

Grade	Below Basic			Basic			Proficient			Advanced		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
3	45.2%	35.9%	43.3%	45.2%	50.0%	49.3%	4.8%	14.1%	4.5%	4.8%	0%	3.0%
4	37.3%	31.9%	45.7%	50.7%	38.3%	31.4%	4.0%	27.7%	21.4%	8.0%	2.1%	1.4%
5	33.8%	44.3%	39.3%	48.8%	46.8%	45.9%	13.8%	11.3%	11.5%	3.8%	3.2%	3.3%

SCHOOL PROFILE

Based on data from 2007 report card

	Our School	Change from last year	Elementary Schools with Students like Ours	Median Elementary School
STUDENTS (N = 474)				
First Grades who attended full-day kindergarten	94.6%	Up from 47.4%	100.0%	100.0%
Retention Rate	5.0%	Up from 4.5%	3.6%	2.6%
Attendance Rate	95.8%	Down from 96.3%	95.9%	96.2%
Eligible for gifted and talented	1.5%	Down from 4.0%	2.8%	10.4%
With disabilities other than speech	7.1%	Up from 4.4%	6.7%	7.1%
Older than usual for grade	1.2%	Down from 1.8%	1.6%	1.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%

TEACHERS (N = 43)				
Teachers with advanced degrees	58.1%	Up from 51.3%	53.8%	56.3%
Continuing contract teachers	58.1%		71.6%	79.8%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	66.3%	Down from 72.3%	81.9%	86.7%
Teacher attendance rate	94.8%	Down from 95.2%	95.3%	95.1%
Average teacher salary	\$42,875	Up from 1.3%	\$42,105	\$43,872
Professional development days/teacher	16.7 days	Down from 18.6 days	14.3 days	13.1 days
SCHOOL				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 22.4 to 1	16.1 to 1	18.5 to 1
Prime instructional time	87.7%	Up from 87.6%	89.3%	89.8%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character Development	Excellent	No Change	Good	Excellent
Dollars spent per pupil	\$8,181	Down 9.6%	\$8,108	\$6,753
Percent of expenditures for teacher salaries	75.3%	Up from 68.9%	60.5%	65.3%
Percent of expenditures for instruction	80.2%	Up from 77.8%	67.1%	69.3%

PACT Performance by Group

ENGLISH/LANGUAGE ARTS – STATE PERFORMANCE OBJECTIVE = 38.2%

	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS	100.0 (193)	37.0	45.5	17.0	0.6
Male	100.0 (109)	40.4	41.6	18.0	0.0
Female	100.0 (84)	32.9	50.0	15.8	1.3
African-American	100.0 (190)	37.7	45.7	16.0	0.6
Disabled	100.0 (34)	64.0	32.0	4.0	0.0
Subsidized Meals	100.0 (187)	37.5	45.0	16.9	0.6

MATH – STATE PERFORMANCE OBJECTIVE = 36.7%

	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS	100.0 (193)	49.1	42.4	6.1	2.4
Male	100.0 (109)	52.8	39.3	4.5	3.4
Female	100.0 (84)	44.7	46.1	7.9	1.3
African-American	100.0 (190)	50.0	41.4	6.2	2.5
Disabled	100.0 (34)	80.0	16.0	4.0	0.0
Subsidized Meals	100.0 (187)	49.4	41.9	6.3	2.5

SCIENCE

	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS	100.0 (130)	57.4	34.8	7.0	0.9
Male	100.0 (76)	56.1	34.8	7.6	1.5
Female	100.0 (54)	59.2	34.7	6.1	0.0
African-American	100.0 (128)	57.5	34.5	7.1	0.9
Disabled	100.0 (23)	84.2	15.8	0.0	0.0
Subsidized Meals	100.0 (125)	57.7	34.2	7.2	0.9

SOCIAL STUDIES

	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS	99.2 (131)	43.4	39.8	7.2	5.3
Male	98.6 (70)	46.4	35.7	12.5	5.4
Female	100.0 (61)	40.4	43.9	10.5	5.3
African-American	99.2 (130)	43.8	39.3	11.6	5.4
Disabled	100.0 (21)	57.1	28.6	0.0	14.3
Subsidized Meals	99.2 (127)	41.8	40.9	11.8	5.5

The School Leadership Team consists of the principal, the Curriculum Resource Teacher, two literacy coaches, and the grade level chairpersons. This team meets on an on-going basis to discuss needed interventions. The team collaborated regarding the 2007-08 Focused School Renewal Plan, reviewed current PACT data, benchmark results, MAP data, and Successmaker Lab outcomes. The three Student Achievement Goals that were developed by the Leadership Team are:

1. By April 1, 2009, 50% of students in grades 3-5 will demonstrate a mastery of 12/15 (80%) or more on a writing sample as measured by the South Carolina writing rubric on a school-wide writing prompt.
2. By April 1, 2009, 50% of students in grades 3-5 will increase their individual MAP mathematics score by ten (10) Rasch Unit Scale (RIT) points from Fall 2008 to Spring 2009.
3. By April 1, 2009, 50% of students in grades 3-5 will increase their individual MAP reading score by ten (10) Rasch Unit Scale (RIT) points from Fall 2008 to Spring 2009.

The School Leadership team strongly feels that if the three student achievement goals are met, this will lead Burton-Pack Elementary in a positive direction toward achieving the goal of an absolute rating of at least 2.6. In examining the school's data, the above goals were selected based on the following:

Writing

Writing prompts scored in March 2008 for rising grades 3- 5 students yielded an average score of 8.8 when graded according to the South Carolina Writing Rubric. The breakdown in scores is as follows:

Rising 3rd graders: 8.5

Rising 4th graders: 9.2

Rising 5th graders: 8.9

Math

Our March 2008 MAP data in the area of Math yielded the following results:

Grade 3 average: 192.8

Grade 4 average: 206.3

Grade 5 average: 208.2.

Reading

Our March 2008 MAP data in the area of Reading yielded the following results:

Grade 3 average: 189.6

Grade 4 average: 201.4

Grade 5 average: 208.4

Faculty input was a vital part of this process. Goals were formulated with all having an opportunity to provide feedback. Discussions were held during staff meetings.

School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

SCHOOL TIMELINE

July 2008

- ELA and Math consultants secured
- Purchase certificates and incentives for the student recognition ceremonies
- Design math tournaments
- Secure differentiated instruction consultant
- Conduct staff training regarding positive discipline and bulldog bucks' incentives

August 2008

- Essay writing contests
- Principal training regarding district initiatives
- Planning for math instructional focus days
- Analysis of PACT data

September 2008

- PACT practice writing assessment
- Professional development on the "Six Plus One" writing process
- Continued monitoring of small group instruction
- Attendance of teachers at ELA conferences
- MAP testing in math and reading (grades 3-5)

October 2008

- Institute the "Wee Deliver" writing program
- Analysis of MAP data
- Student Celebration Assembly
- Monitoring of classroom instruction
- Reading tutors begin
- Continue vertical articulation on common assessment development for reading and math (grades 3-5)
- Develop Accelerated Reader program

- Continue Tier reading intervention

November 2008

- ELA consultant to provide professional development on writing instruction and use of the writing rubric
- Analysis of district benchmark data
- Professional development on the "Six Plus One" writing process
- Continued monitoring of small group instruction
- Continue vertical articulation on common assessment development for reading and math (grades 3-5)
- Monitor Accelerated Reader program
- Staff Development for Math teachers

December 2008

- PASS practice writing assessment
- MAP testing in reading and math
- Continue Tier reading intervention

January 2009

- School wide writing prompts
- Monthly Math and ELA staff development
- Student Recognition Assembly
- Continue vertical articulation on common assessment development for reading and math (grades 3-5)
- PASS practice writing assessment
- Analysis of MAP data

February 2009

- MAP testing in reading and math
- School wide writing prompts
- PASS practice writing assessment
- Monthly Math and ELA staff development
- Analysis of district benchmark data
- Continue vertical articulation on common assessment development for reading and math (grades 3-5)

March 2009

- Develop summer reading lists
- Monthly monitoring of student writings
- Monthly Math and ELA staff development
- PASS writing assessment (March 10, 2009)
- Student recognition ceremony
- School wide writing prompts
- Analysis of MAP data

April 2009

- Monthly writing of student writings
- Analysis of district benchmark data
- Monthly Math and ELA staff development
- School wide writing prompts
- Continue vertical articulation on common assessment development for reading and math

May 2008

- PASS testing for grades 3-5
- Student recognition ceremony
- Teacher summer planning

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, 50% of students in grades 3-5 will demonstrate a mastery of 12/15 (80%) or more on a writing sample as measured by the South Carolina writing rubric on a school-wide writing prompt.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Continue to implement the school-wide writing plan where students will write using a variety of formats and the appropriate writing mode.	Writing Committee Classroom Teachers	July 2008	A writing plan document will be developed by the Writing Committee which outlines plans to enhance the school's writing program and increase writing scores. Student portfolios will be kept by each classroom teacher. The Instructional Coach will check each portfolio on a monthly basis. Teachers will bring portfolios to the first DIPS meeting of each month. The Instructional Coaches will review the documents and plan activities to impact student writing. Student writing displays will be placed in the hallways after each school-wide writing session (monthly) by the Primary Literacy Coach.
Provide opportunities for students to participate in essay writing sessions and contests at the school, district and state levels.	Writing Committee Classroom Teachers	August 2008	The CRT will develop a plan for entering district, state, and national contests. Student entries will be selected from class and grade level. Students will enter at least three district Literacy Contests. Students in grades 3-5 will

			enter the state-wide WIN competition. Students in grades 3-5 will enter at least two national competitions. Lesson plans will note writing prompts and classroom writings in response to contests. Lesson plans will be reviewed by the principal.
Implement a monthly PACT practice writing assessment	Principal	September 2008	Each student in K-5 will submit a writing piece in response to a school-wide prompt on a monthly basis. Results will be submitted to the Literacy Coaches. Literacy Coaches will collect data on school-wide results and share with teachers after each administration. DIPS meetings will address grade level and school-wide weaknesses. To confirm reliability every other month teachers switch writings with other grade levels.
Contract with ELA consultants for grades CD-2 and 3-5 to assist teachers with writing instruction and scoring with the South Carolina writing rubric	Principal	September 2008	The consultant will complete 5 visits to the site to include professional development relating to writing instruction ("Six Plus One"), modeling of lessons, and modeling and practicing scoring. The ELA consultant will do a school-wide sampling to examine rater reliability. The principal will observe training sessions. Agendas and sign-in sheets will be used for documentation.
Institute the "Wee Deliver" mailing system to encourage student writing.	"Wee Deliver" Committee Chair Teachers Support Staff	October 2008	Pen Pal Groups will be developed by the Wee Deliver Committee so that each student in school has a pen pal. News Clips from the morning show will announce days for writing and feature stories at least once a week. Mr. Evans will produce clips. Graphs displaying letter deliveries will be developed and displayed in the hallways on a monthly basis—Ms. T.Brown.
Continue professional development for the "Six Plus One" writing training	Writing Committee Principal	September 2008	The consultant will complete 5 visits at the site to include professional development relating to writing instruction ("Six Plus One"), modeling of lessons and modeling of scoring writing. Correspondence (between principal and consultant), agendas, sign-in sheets and principal observations will serve as documentation.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, 50% of students in grades 3-5 will increase their individual MAP mathematics score by ten (10) Rasch Unit Scale (RIT) points from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Reward MAP Masters (students who have increased their last MAP performance by 10 points) at each student recognition ceremony.	Principal Curriculum Resource Teacher	July 2008	MAP Master's List will be developed after each administration (3 times annually) by the CRT. Awards Certificates will be presented at the student recognition assemblies (3 times annually) by Dr. Collier. Parent Newsletter will list the names of the MAP Masters after each administration (3 times)—Dr. Collier
Continue the emphasis on students mastering basic math facts. Conduct addition and subtraction tournaments in the lower grades and multiplication tournaments in the upper grades	Math Intervention Teacher	July 2008	Quarterly tournaments (one per quarter) will be held to identify students excelling at addition, subtraction, and multiplication. Pictures and program agendas will document the tournaments. Lists of student winners will be posted in hallways with pictures by Mrs. Watkins. Winners will also be included in the school newsletter—Dr. Collier Students will compete for bicycles in the "Multiplication Tournament" to be held in November—Math Intervention Teacher
Continue small groups to meet instructional needs.	Classroom Teachers Math Intervention Teacher	September 2008	At least five classroom observations will be conducted by the Instructional Leadership Team in the area of mathematics each week. Teacher Lesson Plans will be examined for inclusion of grouping, on a weekly basis, by the principal. Math Intervention Teacher Schedule will be developed. The Interventionist will visit each class each day. The Interventionist will document work with classes. The leadership team will meet quarterly with the

			Interventionist to examine documentation and to examine and discuss data. Teachers will present reading and mathematics grouping quarterly at the DIPS meeting.
Continue professional development in the area of Differentiated Instruction	Principal Consultant	July 2008	Schedule for consultant will be developed and worked into the school's schedule by the principal. Lesson Plans will be checked by the principal on a weekly basis. Differentiated Instruction will be addressed in DIPS meetings. Teachers will develop assessments to address differing levels of student skills.—Instructional Coaches
Continue emphasis on mathematics instructional focus days (Jeopardy, Measurement Olympics, etc) Continue efforts for verbal articulation and common assessment development for reading (Grades 3-5)	Instructional Coach Teachers	September 2008	The Instructional Coach will develop an outline of mathematical focus and activities for each half day for students.—Pictures (media specialist), and outline, will serve as documentation. Minutes and artifacts from DIPS meetings will outline vertical articulation activities by subject matter on a monthly basis.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation Student Achievement Focused Goal			
Focused Student Achievement Goal 3: By April 1, 2009, 50% of students in grades 3-5 will increase their individual MAP reading score by ten (10) Rasch Unit Scale (RIT) points from Fall 2008 to Spring 2009. <i>(The desired result is student achievement. The goals must be academic goals related to the school report card.)</i>			
Strategy	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation
List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.			<i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Develop and implement a reading incentives program which involves the Accelerated Reader Program	Media Specialist Teachers	September 2008	Accelerated Reading scores will be downloaded and sent to the principal on a weekly basis by the media specialist. Reading Hall of Fame will be posted on a monthly basis by the media specialist in the media center.

			A list of Top readers will be printed in school newsletter each month—Media Specialist and Principal News show clips will be produced for the morning show and be presented monthly.—Media Specialist, Mr. Evans
Continue the Tier Reading program for those students who are below grade level.	Reading Teacher	September 2008	Teachers will submit lesson plans to the principal each Friday. Principal will read lesson plans and sends comments to teachers each Monday morning. Teachers, tutors, and Reading Interventionists will be observed by the Instructional Leadership Team at least once a month. Tutors and Reading Interventionist will meet with the Instructional Leadership Team monthly to examine data and discuss student progress. Group rosters will be developed and examined in DIPS meetings on a quarterly basis.
Continue utilization of the Success Maker program for reading assistance.	Classroom Teachers Success Maker Teacher and Lab Manager	September 2008	Success Maker lab schedule will be developed and posted-principal Lab reports will be submitted to principal each nine weeks by the Lab Manager Teachers will use "SuccessMaker" lab reports to develop student groups and to address student weaknesses. The Instructional Coaches will work with teachers during DIPS meetings for data analysis. Awards listing for all students scoring a passing grade posted in hallways, updated on a monthly basis—Lab Manager
Continue skill gap instruction for students in the area of reading	Literacy Coach Teachers	October 2008	Data Notebooks will be developed by teachers to assist student instruction. Resource materials (level readers, classroom novel sets) will be purchased and distributed to each classroom by the Instructional coaches. Instructional coaches will introduce other reading resources (at least one per week) during DIPS meetings. Documentation will be included in minutes of the meetings.
Summer Reading Lists will be developed for each grade level. Students will receive rewards for the number of books read.	Media Specialist	May 2008	Summer Reading lists for each grade level will be developed, printed and distributed by the media specialist. Student recognition assembly will be held for all students meeting summer reading goals.
Teachers will continue to use small groups to meet student needs.	Curriculum Resource Teacher (CRT)	September 2008	The Instructional Leadership Team will observe at least 5 reading classes on a weekly basis Teacher lesson plans will be checked on a weekly basis by the principal

Continue efforts for vertical articulation and common assessment development for reading (Grades 3-5)	Literacy Coach Teachers	September 2008	Minutes and artifacts from DIPS meetings will outline vertical articulation activities by subject matter on a quarterly basis.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, 50% of students in grades 3-5 will demonstrate a mastery of 12/15 (80%) or more on a writing sample as measured by the South Carolina writing rubric on a school-wide writing prompt.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide monthly professional development training in scoring writing papers using the South Carolina writing rubric.	Consultant Principal	September 2008	Five professional development sessions will be held to assist teachers with scoring using the SC writing rubric. The consultant will sample scored work for rater reliability. Teachers will grade as teams and individually. Agendas, sign-in sheets, photographs, and written consultant feedback will serve as documentation.
Provide instructional support through informal classroom observations with feedback	Principal	September 2008	Written feedback from informal classroom observations (five) completed on a weekly basis by principal.
Send a team of teachers to the ELA/Writing conferences and workshops to keep abreast of trends and strategies pertaining to effective instructional delivery	Teachers Leadership Team Principal	September 2008	Due to budget cuts funding for conferences and workshops has been suspended. Presentation of best practices to faculty and grade levels (DIPS meetings, weekly) District workshops will substitute for traveling to state conferences. Each reading teacher will attend at least two workshops during the school year. District sign-in sheets, faculty meeting reports and principal observations will document attendance. At least one session, per month, of the DIPS meeting will address ELA and writing.-- The Instructional Leadership Team. Agendas, sign-in sheets, and artifacts will serve as documentation. The principal and the Instructional Leadership team will

			observe teachers for Implementation of strategies during instructional delivery. At least five (5) per week.
Secure and schedule ELA consultants to work with teachers in developing effective writing strategies for students.	Principal	September 2008	The consultant will complete 5 visits at the site to include professional development relating to writing instruction ("Six Plus One"), modeling of lessons and modeling of scoring writing. The ELA consultant will do a school-wide sampling to examine rater reliability. The principal will observe training sessions. Agendas and sign-in sheets will be used for documentation.
Writing will be infused into the curriculum by students keeping journals in Science and Social Studies. Teachers will attend summer training (2008) in effective instructional practices. The principal will examine weekly lesson plans and complete observations to ensure journal writing is implemented into the SS & Science curriculum.	Teachers Principal	September 2008	The principal will check lesson plans weekly for inclusion of journal writing activities. Science journals will be checked for implementation and content on a monthly basis by principal. The principal will conduct at least five random checks throughout the school year. The principal will document with a checklist and comments to teachers. Social Studies journals will be checked for implementation and content on a monthly basis by the principal.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, 50% of students in grades 3-5 will increase their individual MAP mathematics score by ten (10) Rasch Unit Scale (RIT) points from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Continue professional development (grade level meetings) which focuses on instructional strategies for mathematics. Continue the school-wide monthly focus on mathematical strands.	Math Consultant Leadership Team Principal	September 2008	Professional development sessions will continue in the area of mathematics. Calendar Math and Everyday Mathematics will be added to professional development for 2008-2009. Calendar Math will be infused into instruction. Classroom observations will be conducted to ensure implementation of Calendar Math. At least five observations will be conducted per week in the area of mathematics by the Instructional Leadership Team. Vertical articulation meetings will be held to design and implement a school-wide monthly mathematical strand focus. Strands, teaching strategies, materials, and resources will be discussed at the meetings. Agenda notes, sign-in sheets and artifacts will document sessions.
Mathematics instruction in the Comprehensive Remediation after-school program will supplement daytime classroom instruction. A folder will be developed for each student which contains skills gaps information so that specific skills will be addressed. After-School program teachers will obtain a student instructional profile from the regular classroom teacher.	Principal Lead Teacher After-school Staff	September 2008	Classroom observations by principal and After-school coordinator. At least one observation will be conducted per week. Student work will be examined on a weekly basis by the coordinator. The principal will check skill gap folders on a monthly basis.
Students in grades 2-5 will utilize the SuccessMaker lab for individualized assistance and remediation in mathematics. Each student will clock 20 hours of work in the lab by the end of the school term.	Principal Teachers Lab Manager	August 2008	<i>SuccessMaker</i> Reports will be downloaded by the Lab Manager and submitted to the principal on a monthly basis. The reports will be used at a monthly DIPS meeting, to guide teachers in instruction.

<p>The leadership team will examine data from Measures of Academic Progress (MAP), district benchmark reports, SuccessMaker lab, and grade level assessments to measure student academic progress in mathematics. Data from assessments will be used to track school and class trends as well as to make instructional decisions. Data will be used by the math consultant to determine professional development activities.</p>	<p>Leadership Team Teachers Math Consultant</p>	<p>October 2008</p>	<p>Data Notebooks will be developed by teachers. Teachers will use DIPS meetings to analyze data and define classroom and school-wide trends. Teachers will identify individual, group and classroom strengths and weaknesses. This information will be used in all subject areas to guide instruction.</p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, 60% of targeted students (priority one and two students) in Math will score an increase of .6 above initial placement or reach the highest course level with acceptable performance (8.91/8.95 in math) as measured by SuccessMaker.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district administration will identify the target populations to be served in grades 3-8. Priority one and two students will be identified as determined by current performance on PACT.	Research & Evaluation	August 08	Students will be identified based upon district criteria to ensure that the targeted students will be served. Documentation: Priority Rosters for Reading and Math Responsible: (Research and Evaluation)
2. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on acceptable performance.	Executive Director	August 08	To ensure that a joint review (district and Site) occurs and that appropriate interventions are noted and discussed. In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. Executive Directors will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Monthly Successmaker Cumulative Gains Reports Meeting Agendas Person Responsible: Successmaker Consultant
3. Targeted students will receive one hour of instruction via the “SuccessMaker” program per week in the targeted area.	Executive Director Successmaker District Consultant	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Documentation: : Monthly Successmaker Cumulative Gains Reports Person Responsible: (Successmaker Consultant) will provide feedback to sites in accordance with the developed timeline.
4. Professional development will be provided to schools to assist teachers in using the individualized performance and learning levels and to make modifications to classroom instruction and assign intervention	Successmaker District Consultant	August 08	Professional development will enable staff to continue to build the capacity to use and interpret data relating to student performance. Documentation: Professional Development Schedules Sign in Rosters Person Responsible (Successmaker District Consultant)

5. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on the targeted students,	Executive Director	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Meeting Agendas Person Responsible: Executive Director
6. The district will establish a reports timeline to guide the dissemination of performance reports	Successmaker Consultant	August 08	The developed timeline will allow staff to plan for the use of successmaker data as will integrate such with other data sources. Documentation: Written Timeline Person Responsible: Executive Director. (Successmaker Consultant)
7. The district will use a Student Transfer Request form to ensure that students are able to continue with their lab assignments if they transfer to another school with in the district.	Successmaker Consultant	August 08	Given the transient nature of the District's population, students will be able to continue working within the intervention structure without the loss of valuable instructional time. Documentation: Transfer form Responsible: (Successmaker Consultant)
8. The district will develop a Successmaker user's manual to assist staff with developing an understanding of the parameters that support program implementation.	Successmaker Consultant	August 08	District staff will meet to develop the implementation parameters for the implementation of Successmaker. (Consultants, and Executive Directors)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 2: By April 1, 2009, 60% of targeted students (priority one and two students) in Reading will score an increase of .6 above initial placement or reach the highest course level with acceptable performance (7.50 in reading,) as measured by SuccessMaker.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
1. The district administration will identify the target populations to be served in grades 3-8. Priority one and two students will be identified as determined by current performance on PACT.	Research & Evaluation	August 08	Students will be identified based upon district criteria to ensure that the targeted students will be served. Documentation: Priority Rosters for Reading and Math Responsible: (Research and Evaluation)
2. Progress reports will be reviewed each month in cluster principal meetings to ensure that site administrators are focused on acceptable performance.	Executive Director	August 08	To ensure that a joint review (district and Site) occurs and that appropriate interventions are noted and discussed. In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. Executive Directors will monitor reports and provide feedback each month to principals. The Successmaker Consultant will provide feedback to sites in accordance with the developed timeline. Documentation: Monthly Successmaker Cumulative Gains Reports Meeting Agendas Person Responsible: Successmaker Consultant
3. Targeted students will receive one hour of instruction via the “SuccessMaker” program per week in the targeted area.	Executive Director Successmaker District Consultant	August 08	In order for students to meet expected progress it is recommended that a minimum amount of time is spent on targeted areas. (Executive Directors) will monitor reports and provide feedback each month to principals. The Documentation: : Monthly Successmaker Cumulative Gains Reports Person Responsible: (Successmaker Consultant) will provide feedback to sites in accordance with the developed timeline.
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Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

The District Benchmark Assessment System was developed as a support tool for teachers to help them gauge their student's strengths and weakness against end-of year standards. Benchmark Assessments have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable monthly feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.

"Successmaker" provides individualized, targeted instruction to help every student reach their greatest potential. At initial placement, each student is assessed to determine the right starting level. From then on, self-paced lessons avoid the frustrations of instruction that is too fast or slow. Reports can be generated at the student, classroom, school, and district levels for a picture of progress.

MAP Measures of Academic Progress- NWEA developed Measures of Academic Progress (MAP), a state- aligned computerized adaptive assessment program that provides educators with the information they need to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement. With the ability to test students up to four times a year, MAP test results help educators make student-focused, data-driven decisions.